An Examination of Teachers’ Proficiency in Incorporating Soft Skills into Instruction to Culinary Students At Kai Ping Culinary School: A Gap Analysis
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Case Study Research Questions
1. What are the necessary levels of soft skill competencies, hospitality and foodservice industry values?
2. What are the current levels of soft skill competencies Kai Ping teachers are incorporating into their instructions?
3. What barriers in knowledge, motivation, and organization that prevent teachers from successfully incorporating 100% of the soft skill competencies into the curriculum?
4. What are the recommended solutions to close the knowledge, motivation, organization gaps that prevent the teachers from incorporating soft skills into the curriculum?

Key Literature
Tourism, Hospitality and Culinary Industry Trends: Davidson et al., 2011; UNWTO, 2012; Yoo et al., 2011.
Competencies and Skills: Sandwith, 1993; Mirabile, 1997

Effective Training on Soft Skills: John, 2009; Muller et al., 2009; Schulz, 2008.

Goal Orientation Theory
  • Reaction, Learning, Behavior, Results
- Phase I: Soft Skill Workshop
- Phase II: Mentor-Coaching Program
- Phase III: Formative & Summative Evaluation

Areas for Future Research
- Quantitative or Qualitative Research to Confirm on Definition of Soft Skills for the Hospitality, Foodservice and Culinary Industry.
- Investigate on the rankings of importance of the Soft Skill Competencies across nation and culture.
- Examine effective pedagogies in teaching Soft Skills.
- Evaluate the incorporation of Soft Skills into instruction affects students’ performance and employability rates.
- Develop Instruments to measure Soft Skills.

Assessment

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<thead>
<tr>
<th>Knowledge</th>
<th>Motivation</th>
<th>Organization</th>
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<tbody>
<tr>
<td>Causes</td>
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<td>1. Teachers lacked factual knowledge in understanding what are the levels of soft skills competencies.</td>
<td>2. Teachers lacked self-efficacy in teaching soft skills, thus, diverts from the lesson plan when faced unsuccessful experiences.</td>
<td>3. Organization did not provide a clear definition of soft skills.</td>
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<td>Solutions</td>
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Integrated Solution
Establish a three phase Professional Development Program

| Implement. | Phase I: Soft skills content knowledge workshop | Phase II: Mentor-Coaching Program | Phase III: Formative and Summative Teacher Evaluation |

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